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1. Introduction
The family is the child’s first, and longest lasting, context for development. Compared with other species, human children develop slowly; requiring years of support and teaching before they ready to be independent. Families are pervasive, and parents are universally important in children’s lives. The attachments children form with parents and siblings usually last a lifetime, and they serve as models for relationship in the wider world of neighborhood and school (Berk, 2002). Within the family, children experience their first social conflict. Discipline by parents and arguments with siblings provide important lessons in compliance and cooperation and opportunities to learn how to influence the behavior of others. Finally, within the family, children learn the language, skills and social and moral values of their culture.

The relationship which parents establish with their children, have a powerful influence upon the development of the personality of the child. Generally speaking if parents are relaxed, affectionate, mature, caring and understanding, children will grow normally and become happy, socially useful adults. Most of the parents expect better performance from their children in the school. They become happy if their children perform better as compared to other peers in their class. Due to this reason parents want to spend more time for the development of their children. But at present parents in the industrial areas have less involvement with their children in the home and school activities. The personality of the child mostly depends on the involvement of their parents in their school and day-to-day activities.
1.1. Parental Involvement?

Parental involvement has been recognized as the most important factor to influence the childhood and adulthood. Any enrichment programme for maximizing the potentials of all the children has to have active parent-child interaction. The role of parent in bringing up their children is quite important both in terms of their devotion with respect to time spent with them, money and other considerations. Parent transmits the culture and custom of society to the incoming generation. Parent contribute in many subtle ways to the development to the children’s general interests, welfare, discipline, interaction with one another, leisure time activities, academic growth and vocational plans.

Parental involvement implies how the parents involve themselves in developing overall personality of the child. All the parents have expectations, likes and dislikes and preferences regarding how children should be handled, brought up and educated. When parents are rational and their attitude towards their children is logical and considerate, it is sure to pick up a behavior pattern, which is analytical and co-operative. In case parents are too emotional and their attitude is non-rational and they act more in terms of expediency in an authoritative manner, the child will fail to attain proper emotional training, thus lacking in emotional normality.

Parent involvement may be described as the allocation of resources to the child’s school endeavor. The word parent involvement has been used as a general term which may encompass several activities such as tutoring, monitoring, effective use of time for study at home; reinforcing behavior established in school, participating in school related committees and the like. Researchers have used this term to refer to substantially different types of activities such as going to school activities and events,
surveillance of home work, number of contacts between families and schools, verbal encouragement and interactions regarding school work, expectation of school performance, direct reinforcement of improved academic performance, general academic guidance and support.

1.1.1 Dimensions of Parent Involvement:
There are several types of parent involvement that influence the healthy and normal growth of a child and lead him for future stability and basic necessities for the better planning, proper growth and self actualization. However, developing a clear definition of such a multifaceted concept is not easy. Traditionally, parent involvement has been in the area of helping with work or fundraising, usually through a parent organization at the school. Involvement is expending to include helping in the classroom and sitting on committees that decided policy and curriculum issues. Parent involvement encompasses a broad range of parenting behavior ranging from discussion with children about school work and homework to attendance at Parent Teacher Association (PTA) meetings. Different authors identified different dimensions of parent involvement. After concluding the dimensions, the broad categories of the dimensions of parent involvement are (i) school involvement, (ii) home involvement and (iii) involvement through PTA.

1.1.2 What is Parental Involvement?
Even though the term was established as a special title in the Psychological Abstracts as recently as 1982, a vast amount of papers on parental involvement have been published. Interestingly, this rigorous
research actively has not produced a clear picture of either the concept itself or its effects on other important variable such as school achievement. Parental involvement has been defined across studies as representing many different behaviors and practices at home or at school, including parental aspiration, expectation, attitude and beliefs regarding child’s education (Hong and HO, 2005).

Many researchers and theorist pointed out that the operational use of parental involvement has been somewhat vague and at times inconsistent, despite the intuitive meaning of concept (Christenson, Rounds & Gorney, 1992; Fan & Chen, 2001; Hong and Ho, 2005). According to Brito & Waller, (1994) parent involvement is a term that can include many different activities. It can range from an impersonal visit to school once a year, to frequent parent-teacher consultations to active school governorship. It can refer to parental expectations (Hess et al, 1984) or to the ways parents help their children develop positive attitudes or to homework supervision (Bloom, 1984). Regarding of these difficulties in operationally defining the term, most researchers would agree with the typology suggested by Epstein, Coates, Salinas, Sanders & Simon,(1997) according to which parental involvement has five dimensions: Parenting, helping with homework, communicating with school, volunteering at school and participating in school decision making.

The United States Department of Education defines parent involvement as meaning “the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that—

(A) Parents play an integral role in assisting their child’s learning;
(B) Parents are encouraged to be actively involved in their child’s Education at school;
(C) Parents are full partners in their child’s education and are Included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
(D) The carrying out of other activities, such as those described in Sec1118.”

1.1.3 Epstein's Six Types of Parent Involvement:
Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life."

Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers

Epstein's Framework of Six Types of Involvement:
(I) PARENTING: Help all families establish home environments to support children as students.
  ➢ Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
Family support programs to assist families with health, nutrition, and other services.

Home visits at transition points to pre-school, elementary, middle, and high school.

(II) COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

- Conferences with every parent at least once a year.
- Language translators to assist families as needed.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.

(III) VOLUNTEERING: Recruit and organize parent help and support.

- School and classroom volunteer program to help teachers, administrators, students, and other parents.
- Parent room or family center for volunteer work, meetings, and resources for families.
- Annual postcard survey to identify all available talents, times, and locations of volunteers.

(IV) LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
➢ Family participation in setting student goals each year and in planning for college or work.

(V) DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.

➢ Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation.

➢ Independent advocacy groups to lobby and work for school reform and improvements.

➢ Networks to link all families with parent representatives.

(VI) COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

➢ Information for students and families on community health, cultural, recreational, social support, and other programs/services.

➢ Information on community activities that link to learning skills and talents, including summer programs for students.

1.1.4 Factors Influencing to Parental Involvement

The literature on the predictors of parental involvement has emphasized the role of demographic factors. Grolnick et al (1997) found that family SES was a strong predictor of parental involvement. Many researchers reported that parents’ education is related to parental involvement (Grolnick & Slowiaczek, 1994; Pena, 2000). Davis-Kean’s (2005) research findings suggest that the amount of schooling that parents
receive has an effect on how they structure their home environment and how they interact with their children to promote academic achievement. Finders & Lewis (1994) list a variety of reasons that function as obstacles to involvement (difficulty in getting permission from work, cultural differences with the teachers, psychological barriers due to personal academic failures), which are related to the socio-economic status and the educational level of the particular parent. Another demographic factor associated with parental involvement is parent’s gender. Grolnick and Slowiaczek (1994) found that mothers were more involved than fathers on each of the three aspects of parental involvement in children’s schooling: behavior, cognitive-intellectual and personal.

1.2 Study Habit:

Study habit as a research variable in Indian researches, has been investigated in two ways. One group of studies treated it as the depended variable—measured it and also studied several other variable as its correlates. Rarely, any researcher predicted study habit by another set of variable. The second and the major group of researchers studied study habit as a correlate or predictor or certain other criterion variables—academic achievement is the most common among them. In fact, the study habit is the very important characteristics of all human beings who are ‘being educated’ and ‘are educated’. As much study habit is important for higher academic achievement of the student, so much it is important for their fruitful use of leisure time. The later aspect is also important for adults who are now in the job, particularly for the teachers. Thus ‘study habit’ as a habit is generic rather than specific in terms of its importance. It has very long reaching
effects deep into the life of individuals, and by cumulative and interactive effects in the society.

1.2.1 Definition of Study Habit:

Good (1973) Defined the term study habit as “The students way of study whether systematic, efficient, etc.”

According to Patel (1976) study habit include home environment & planning of work, reading & note taking habits, planning of subjects, habits of concentration, preparation, general habits & attitudes, school environment.

“Study habits are the adopted way and manner, when a student plans his/her private readings, after classroom learning. so as to attain mastery of the subject.” Azikiwe (1998)

As said by New Standard Dictionary of Education, study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is given.

In line with Crow & Crow (1992) the effective habits of study include plan/place, a definite time table and taking brief of well organized notes.

Nneji (2002) states that study habits are learning tendencies that enable students work privately.

Fielden (2004) states that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing.
1.2.2 What Are Study Habits?

Only healthy and ideal school environment is not a guarantee that effective learning by a student will take place. Learning can be done with a wide variety of methods. Some of these methods are time-saving, while others may be length. Some require more efforts while others may be economical. Some make a greater and better grasp of lessons possible, while others are relatively inferior in this respect.

A student whose main objective at school is to develop educational competence must use those methods of studying which are most effective. Generally, student knowingly or unknowingly takes over the methods of study from parents, teachers, friends, elder brothers or sisters and other persons in the neighborhood. All of these methods may not necessarily be the most effective. Psychologists have compared various methods of study and found some of them to be more profitable. A student should select these methods for study and follow them throughout his career as an ideal study habits.

These are as follows:
1) Having a definite time for study.
2) Taking lecture notes.
3) Ignoring distractions.
4) Preliminary reading.
5) Thinking of new illustrations.
6) Reviewing previous work.
7) Rest and sleep.
8) Breaking-up the lesion.
9) Recitation.
The discussion of above points shows that there are certain conditions and techniques with which learning can be more effective. If a student develops the habits of studying with those methods and under favorable conditions, he can enhance his performance with minimum expenditure of energy.

1.2.3 Aspects of Study Habits:

The study habit is a very important characteristic of all human beings who are being educated and are educated. As much study habit is important for higher academic achievement of students as much is it important for their fruitful use of leisure time. It has very long reaching effects deep into the life of individuals, and by cumulative and interactive effects in the society. Study habit inventory was designed to measure the study habit of students at the post secondary level. In this inventory, the study habits have been considered to be constituted of nine different kinds of study behaviors. These are Comprehension, Concentration, Task orientation, Study Sets, Interaction, Drilling, Supports, Recording and Language.

(I) Comprehension:

There are certain specific behaviors with respect to a student’s study behavior which are geared to better comprehension. For example, before riding a lesson intensively the student may try to catch on what the lesson is about. By so doing he may try to relate the materials learned in one subject with these learned to another so that he may subsume the new learning with the previous knowledge.

(II) Concentration:

Concentration is very important predictor of effective study habits. Some student’s are capable of concentrating easily and for long, some others
take time to concentrate, but ones they concentrate, they can continue for long, while still some others find it difficult to concentrate at all. Some may read only when they are in a mood to do so. Others may require stimulations through tea, coffee, smoking etc. for concentration.

(III) Task Orientation:

If a student who has to study a series of subjects and has to develop different levels of cognition, the Task Orientation is an important component of the study habits. For example, some student study different subject according to the fixed routing - daily or monthly. Certain students fix the time target for completing certain academic task. Students’ orientation and behaviors towards accomplishment of the task in a pre-decided time frame is task orientation.

(IV) Study Sets:

By Study sets we mean the physical and situational characteristics which a student adopts for study. For example, some students read only in the night, some students learn more when they read lying on the bed, whereas some others may as well sleep if they read lying on the bed.

(V) Interaction:

Although both teaching and learning in our colleges have remained mono action and almost the private affair of the individual teachers or students respectively, there are enough evidences to conclude that interaction of a student with his teacher or parents or his friends contributes positively towards batter learning. Thus Interaction is a significant component of study habit. For example, when a student does not understand while studying, he may go to some of his friends for a discussion. Among the post graduate students in certain universities, a common practice is to form small groups of three or four students who study together.
(VI) Drilling:

Drilling means practicing a particular learning again and again. While drilling is a common practice at school level, it is a very important component of good study habits amongst students of science and technology. Since drilling is almost essential in case of learning of mathematics, chemistry, Engineering, Drawing etc. these student may revise topics and tasks already learned more than once.

(VII) Supports:

Study in any particular discipline gets a sound back up from a broader study base. A student’s habit of studying different type of book, other than textbook, or newspapers and magazines may be helpful in the learning of his subjects.

(VIII) Recording and Language:

At higher levels any good teacher hardly teaches on the basis of a single book. For good performance of the students, it is also necessary to read a number of books; Recording in the form of text, class notes or preparing one’s own study notes are hence, very important factors. Some students prepare their own notes on the basis of class lectures which form the basis for their own independent study. Many students depend only the class notes dictated by the teacher.

Language capability is an important of effective study habits. For example, where the medium of introduction is English, it is important to see with what facility and ease does a student read books in English. This affects his concentration, comprehension and duration of study.

1.2.4 The Process of Study:

(I) Where to Study:

The experts agree on some specific conditions that aid students in studying more effectively. These are:

1) Study in the same place all the time; you'll learn to associate that place with working: walk in, and you'll feel like it's time to get down to some serious business.

2) The room temperature should be between 65 and 70 degrees.

3) There should be good air circulation.

4) Of course, good lighting is necessary.

5) Sit upright (don't lie down on a couch); if you're too relaxed, you mind will be too slow.

6) Keep your desktop clear of materials that you aren't using at the Moment they'll distract you.

7) People walking around and talking will get in the way of your Concentration.

8) Experts disagree about whether you may play music or not while studying, so your guess is as good as theirs.

(II) Schedules for Study:

You get more out of a lecture, lab or discussion when you've done the reading and other assignments before the class meets. Scheduling your time, and following your schedule, ensures this. Use a strict schedule when the work is piled-up; use a less rigid one when there's not so much to do, but use a schedule whatever your situation is. Otherwise, you'll be cramming and losing sleep around exam time.

Don't kid yourself. Even in the unlikely event that you schedule a 10-12 hour study day, the odds are you won't follow through - and you shouldn't. The body isn't built that way. Study is hard work. Your eyes and mind become tired and you become inefficient. If you are in a bind and must
cram for days at a time, it generally means that you have put things off too long.

(III) When to Study

(i) Daily reviews:

Study begins on the first day of class. Successful students read and review notes before each class to recall information from the previous class and to warm up for learning. Review your notes immediately after each class to reinforce learning or within a 24-hour period for best recall. Repeated exposure to the material will store it in your long-term memory.

Studying one hour immediately after a class will do more good in developing an understanding of the material as several hours a few days later. Studies show that as much as 80% of material learned in class is forgotten within 24 hours if there is no review.

(ii) Weekly reviews:

At the end of the week goes over your notes for the week. This refreshes your memory and promotes better recall of the material. Repetition is the key to remembering. The more times you look at the material, the stronger you make the neural (brain) pathways that lead to the material. This makes recall much easier.

(iii) Pre-exam reviews:

These reviews are longer, from 3 - 5 hours. Break your study sessions into one-hour blocks with ten-minute breaks in between. Get up, stretch, get a drink, and move around during your break. The more active you are the more effective your study time will be. A tired body only makes a tired mind.
(iv) Peak Study Times:
Study when you are at your peak, when you are more awake and alert and able to absorb new information. If you are a morning person, your best study time is in the morning. If you are an evening person, study at night. If you cannot find time to study at your peak time, try to study when you are feeling relatively awake and alert.

(v) Bonus Study Time:
Whenever you have extra time study. Write notes on 3x5 cards and have them with you. Whenever you have free time such as when waiting for appointments study your notes. Study in your car by tape recording your notes and listening to them while driving to school. Study whenever you find yourself having an unexpected break, a free hour, a canceled class, etc. Don't forget that weekend evenings can also be used for studying.

1.2.5 How to Improve Your Reading Skills
Reading is the most important learning skill one can acquire for success and enjoyment throughout life. It is an integral part of our personal and working lives. Consider how much time everyday is spent reading newspapers, letters, books, menus, directions or signs Eighty-five per cent of college work, for example, involves reading. The better you read, the more you will succeed in study or work and enjoy the time you spend with books.

Reading is basically the understanding of words and the association between them. To improve your reading skills you must increase your ability to see and understand the grouping of words, or ideas, at a speed and in a manner that is comfortable for you. To be a good reader, concentrate on what you are doing and learn to use your eyes to the best of your ability. Move them at a rate that allows your brain to absorb the
main ideas printed on a page. Bad readers are usually distracted and read each word without grasping the relationship between them. This causes them to retrace or reread the material.

Most people do not perfect their reading after the fifth grade. High school or college students are often bad readers. They overlook the need to continually use and improve good reading habits. Remember your eyes, like fingers for the piano or legs for skiing, must be trained to be skillful.

If you would like to improve your reading skills these seven steps can help:

1) Evaluate your reading habits.
2) Provide the right atmosphere.
3) Use your eyes efficiently.
4) Continue to broaden your vocabulary.
5) Adapt your speed so you understand the material.
6) Practice on a regular basis.
7) Enrich your life with good books.

(I) Evaluate Your Reading Habits

Analyze your present reading habits so that you know where to improve your skills:

<table>
<thead>
<tr>
<th>Question</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use your lips, throat or mind to vocalize&quot; words?</td>
<td>You are still using the childhood habit of sounding out each word. This slows you down.</td>
</tr>
<tr>
<td>Do strange words constantly stop your progress?</td>
<td>Your vocabulary needs improving</td>
</tr>
<tr>
<td>Do you read every single word?</td>
<td>You should span phrases or thought units instead of individual words.</td>
</tr>
</tbody>
</table>
Do you go back over what you have
You are not paying attention. Concentration means good comprehension

Do you always read at the same speed?
Speed should vary depend on the material and your purpose for reading, e.g., fiction, news-papers, textbooks.

Has your reading speed and comprehension remained static for a number of years?
Skillful reading is an art and needs continual practice. The more you read, the more you will enjoy and remember.

(II) Provide the Right Atmosphere
Your approach to reading, whether it is for pleasure, information or study, will influence your ability to do it well. Learn to enjoy it in an atmosphere conducive to reading.

Choose an area where you can read with minimums of interruption. This should include proper light, a pencil for marking highlights in books or taking notes and a dictionary near at hand.

Location and posture can influence your attitude. Sitting up in a good chair will make you more alert. Reading in bed is usually not the place to concentrate since it is an area associated with relaxation and sleep.

Average readers should hold a book about fifteen inches away from their eyes. It should be held on a slant for optimum viewing.

The sounds of radio, television or music are distracting. You can understand and remember better when your full attention is given to the process of reading.

(III) Use Your Eyes Efficiently
It is the eyes that see printed words and transmit them to the brain. Understand how they work and give them the opportunity to perform well.
Eyes perceive words only when they stop moving or make what is called a "fixation" It is during this pause that the brain records what the eyes have seen. Depending upon your "eye span" you will perceive one, two or more words in each fixation. The average college student, for example, has a span of 1.1 words and makes 4 fixations per second.

Vocalizing words impedes reading progress. Poor readers are inclined to whisper, use their lips, enunciate silently in their throat or visualize the words in their minds. If you have any of these bad habits, they should be broken because they slow down understanding. Learn to move your eyes continually forward at a pace that allows your brain to understand the meaning of the printed matter.

Train your eyes to increase their span by taking in more than one word at a time. You can make your eyes fix on related words, phrases, or short lines in one brief stop. This sentence, for example, should be read in five fixations: "The cost of oil has risen because of limited national resources and increased imports."

Don't allow your eyes to go back over words. Think about what you are seeing and keep going at a speed that is fast enough to remember at the end what you read at the beginning. Faster reading, with no retracing, helps comprehension. This does not, of course, mean you cannot review what you have just read.

Many people need glasses to read well. Blurred words, continual eye fatigue or itching and stinging eyes might mean you need glasses. If you think your eyes need correction, have them examined by an eye doctor. If glasses are prescribed, do not hesitate to buy and wear them. Make sure they are always free of dirt and scratches.
(IV) Continue To Broaden Your Vocabulary

The person with a good grasp of words is usually a good reader and a good student. Words are the basis of human communication and enable people to convey their thoughts and emotions to each others. This is why the first word uttered by a child generates such joy and pride in the parent. It is proof positive that this little being has the ability to communicate as a human.

Vocabulary should grow as you mature. At every grade level and stage of life, it is necessary to increase the number and understanding of words. Get to know their structure, that they are composed of roots, prefixes and suffixes, each with its own meaning.

Knowing the origin of words helps in understanding new ones. Most English words derive from Latin or Greek. This is why some knowledge of these languages is helpful. If you know the derivation of a word's parts then you will be able to analyze its meaning, e.g. biography, a written account of a person's life, comes from two Greek words: bios meaning life and graphein meaning write.

Always have a dictionary nearby whether you are reading for pleasure or for work. When you are reading textbooks or technical books, familiarize yourself with the glossary that is sometimes printed in the back to define special words. Use it whenever necessary.

Maintain a list of new words you see or hear. Be on the lookout for ones you don't know. Jot them down, look them up, and then make a point of using them in writing or speaking at least twice as soon as you can. At the end of a month review your list and see if you remember their meanings and how to use them. It can be a private game that is fun and rewarding.
(V) Adapt Your Speed So You Understand the Material

A good reader must learn to balance speed with accuracy. Don't expect to read everything at the same rate. Like a well-tuned car, your eyes must adapt to the terrain. Above all, you must understand and remember what you are reading.

**Read with a purpose, be aware of what you are reading and why.** Your speed should be adjusted to the type of material. Don't expect to whiz through a chapter of biology at the same rate as a chapter of a novel. Notes on Study Habits.

**Scanning material first can be helpful in nearly all types of reading.** Get in the habit of surveying headlines, chapter headings and subheads first. Look for the main ideas. Next you will want to know the important details that support them. Read carefully the first and last paragraphs which should state the most important facts and conclusions. You should read the straight material in between at a faster rate that allows you to understand the matter in as much depth as you want. Just remember to keep your eyes moving forward.

`If you are reading for enjoyment you can skim more easily over the lines, paragraphs and pages. It is not important that you take in every word or sentence in depth. As in most writing, each paragraph usually has one main ideas supported by details in which you may or may not be interested. Try to span as many words as possible with a continuous rhythm of eye movements or fixations.

When you read a newspaper or magazine, or non-fiction, you want to grasp the highlights and some details. This kind of reading is for general information. It differs from your leisure reading because the material is more
serious, not as light or as easy to comprehend as fiction. But it still sight not be necessary to take in every word or every sentence completely.

Studying requires close reading because you still need to remember more details to support the main ideas. Read each chapter for the important concepts and as many details as necessary to comprehend the material. Underline major points and make margin notes to highlight your observations. After you have finished reading, question yourself, review the summary if there is one, and then look back to see if you have understood the material.

Graphic material can help reading comprehension. Do not overlook the importance of tables, maps, graphs, drawings and photographs which are included to reinforce your understanding of the text.

(VI) Practice on a Regular Basis

Like any skill, reading requires practice. In order to develop the habit of good reading you must train your eyes and mind to perform well together. You don't have to take a speed-reading course. The rewards will be most worthwhile if you take the time and persevere.

Set aside 15 to 30 minutes every day to practice reading, such as a pianist, typist or golfer should. Start off your exercises with light material, such as Reader's Digest, that has uniform page length and short articles. Your objective is to read with understanding at your best speed. Notes on Study Habits

There are established norms against which you may test yourself. The speeds generally accepted for average readers are: easy or light material, 250-350 words per minute (wpm); medium to difficult material, 200-250 wpm; and difficult material, 100-150 wpm.
Time yourself exactly for two pages with a clock that has a second hand. Calculate the minutes and seconds and divide the time into the number of words on the page. This will tell you what your current reading speed is in words per minute. You can get the average number of words on a page by taking the average per line and multiplying it by the number of lines, omitting headings. Using the pervious page as an example, compute the number of words on a page. The average number of words per line is 11, with 40 lines of type, totaling 440 words on the page. If you read it in 1 minute and 45 seconds (105 seconds) you read 4 words a second, or 240 words per minute.

Ask yourself questions on the material and review it to see if you are correct. If you miss important details, your speed is probably too fast for your present reading ability. Don't get discouraged, just keep practicing.

Read 3 or 4 articles each day for two or three seeks. Use the same length and type of material each day. Push yourself but use discretion, making sure you check you comprehension of the material. Record your speed faithfully each time so you can check your progress.

Then switch to something more difficult in vocabulary, style and content. Do this for two more weeks, questioning yourself and recording your time. After a total of six weeks you should have increased your reading ability considerably.

Try to get your speed on easy material to about 300 words per minute. Once you have reached this level you will know you can do as well as the average good reader. Maintain the habit by reading at least a half hour a day. You will be enriched by keeping up with newspapers, magazines and books. You will also enjoy reading more as your proficiency increases.
1.3 Academic Anxiety

Educational or academic anxiety is a kind of anxiety which relates to the imminent danger from the environment of the educational institutions together with teacher and certain subjects like Chemistry, Physics for numerical, Mathematics, and English to some extent for some north Indian states. It is a mental sensitivity of uneasiness or distress in response to school or college circumstances that is perceived negatively. Academic anxiety is totally not a bad thing. However it is true that a high level of anxiety interferes with concentration and memory which are critical for day to day academic performance and success, however it is also true without any anxiety, majority of us would lack the enthusiasm and motivation to study for exams, do everyday homework or write any research papers. A modest amount of anxiety actually helps academic performance by creating morale and motivation. Academic anxiety is a common issue that students cannot ignore if they want to achieve academic success in school. If academic anxiety is not properly addressed, it can have many serious, severe and long lasting consequences such as causing a student to start hating a subject or a teacher, procrastinate, tell lies to parents, perform poorly on school work, absent classes to pursue activities that interest him and withdraw from socializing with peers or friends and may recoil into his own cocoon and drop school.

1.3.1 What is Anxiety?

Anxiety is your body’s way of telling you that there is something in the environment in need of your attention. It is basically a series of biochemical changes in your brain and body, such as an increase in adrenaline (causing your heart to beat faster) and a decrease in dopamine (a
brain chemical that helps to block pain). These changes result in a state of heightened attention to the source of the anxiety. High levels of anxiety cause your body to prepare to fight or run away from the perceived threat -- commonly called the “fight-or-flight response.”

Anxiety is defined as “a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill” (Merriam-Webster, 2012). Students experiencing academic anxiety feel apprehensive over academic tasks. Students can feel anxiety related to every academic task. Some may only feel anxiety related to test taking or other specific tasks. Anxiety is not always negative. Some students can be motivated by anxiety.

In General spiking there are two terms in daily use as repression and anxiety very similar to each other. But “repression lies simply in the function and rejecting and kipping something out of consciousness.”(Freud,1949, P,86). While “Anxiety is undeniably related to expectation; one feels anxiety lest something occur.”(Freud,1936, P,112).

Freud (1959) described anxiety largely in terms of fundamental emotions of Fear, and his concept of signal anxiety is roughly equivalent to fear anticipation, an Affective –cognitive orientation. Anxiety results from exposure to danger, signal anxiety (fear anticipation) from perceived threat of danger.

Saron (1956) describe anxiety in terms of fear, hostility, distress and guilt.

Grinker and Spiegel’s(1945) definition includes concepts related to fear, distress, and guilt.

Sullivan(1953) recognized fear, shame and psychophysiological arousal.
Bowlby (1973) consider anxiety as closely allied to fear to fear, as in the case in the psychiatry, but he does not equate the two concepts.

as said by May (1950), "Anxiety is diffuse apprehension differing from fear in its vagueness and objectives senses and as a state that is associated with feeling of uncertainty, helplessness and threat to core or essence of personality".

According to Sullivan (1953), "Anxiety is a state of tension arising from the experience of disapproval in interpersonal relation."

In line with Sarason et al. (1960), "The anxiety experience involves the fundamental emotions of fear, shame, guilt and anger."

As stated by Puebush (1963), "Anxiety is an unpleasant feeling state, clearly distinguishable from other emotional states and having physiological concomitants."

Along with Epstein (1967), "Anxiety is a state of undirected arousal following perception of danger."

as said by Dutt (1974), "Anxiety constitutes particular unpleasant psychological and physiological reactions of an organism to extrinsic or/and intrinsic threat which amounts to disintegration or extinction of the organism."

1.3.2 What is Academic Anxiety?

A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. As a student’s academic performance suffers, the anxiety level related to certain academic tasks increases (Huberty, 2012). Most teachers will have students with social anxiety and/or academic anxiety. Social anxiety can also affect a student’s academic performance. If a student has social anxiety, the student
might not be able to complete group tasks or might not feel comfortable asking for help in class. Social anxiety can go along with or even lead to academic anxiety. Teaching students self-regulation can reduce anxiety and increase academic performance (Ader & Erktin, 2010).

Academic anxiety is a stress or pressure that students experience based upon school related functions, such as presenting in front of a class or any academic performance. Academic anxiety has four components -

1. Worry: Thoughts that prevent learner or student from focusing on and successfully completing academic work. For example, predictions of failure, self-degrading thoughts, or preoccupation with the consequences of doing poorly.

2. Emotionality: Biological symptoms of anxiety. For example, fast heart-beat, sweaty palms, muscle tension.

3. Task-generated interference: Behaviors related to the task at hand, but which are Unproductive and prevent successful performance. For example, constantly checking the clock during an exam or spending a lot of time on a test question cannot answer.

4. Study skills deficits: Problems with current study methods which create anxiety. For example, last-minute cramming resulting in not knowing answers to test questions or poor note-taking during lecture resulting in confusion about a major assignment. Many students experience the first three components of academic anxiety as a result of study skills deficits.

1.3.3 Definition of Academic Anxiety:

The word academic anxiety comes from Latin word ‘Anxients’ which means experience of varying blends of uncertainly, agitation and threat. The
desire to achieve high puts a lot of pressure on students which causes tension and examination anxiety. Academic anxiety in a way, is the most intimate experience to man. It enters into man’s life with the first breath and ends with the last. It is the main cause of all mental disorders. Tomb and Hunter (2004).

On scanning Vedic literature it was found that the concept of examination anxiety as such did not exist in that period. The word ‘Chinta’ which according to some dictionaries stands for examination anxiety, has not been used in the same sense as in modern usage. Some invariably use “Chinta” for “Vichara” (Thought) which is also one of the accepted meaning of “Chinta”.

Swami Vivekananda defined anxiety as one of the thirty three subordinate feeling in *Rhetoric’s*. Such feeling will be aroused under the circumstances when the person has not been able to achieve his object or in worried over any forthcoming less, damage or painful thought.

Interpreting examination anxiety biologically. Goldstoin’s central thesis is that examination anxiety is the subjective experience of the organism in the catastrophic condition

Webster (1956) defines examination anxiety as a painful easiness of mind over an impending or anticipated illness. According to American Psychiatric Association (1952), examination anxiety is a danger signal felt & perceived by the conscious portion of the personality. It is produced by a threat from within the personality with or without stimulation from external situation

English & English (1958) describe examination anxiety as an unpleasant emotional state in which a present and continuing strong desire or drive seems likely to miss its goal, a fusion of fear with the anticipation of
future evil, marked and continuous fear of low intensity, a feeling of threat, especially of a fearsome threat without the person’s being able to say that he thinks-threatened.

In Mandle’s (1966) analysis of examination anxiety, the interruption of organized plans or sequences of behaviour is a fundamental condition that leads to states of disbars and arousal. When no alternate behaviour is available as an alternate for the original plan, helplessness is defined, not by objective situation, but by the individual and his repertory of behaviour, Epstein (1967), defines examination anxiety as “a state of undirected arousal following perception of danger”. Dutt (1974) defines examination anxiety as “Examination anxiety constitutes particular unpleasant psychological, and physiological reactions of an organism to extrinsic or/and intrinsic threat which amounts to disintegration or extinction of the organism.”

1.3.4 Types of Academic Anxiety:

Freud identified three kinds of academic anxiety viz. objective examination anxiety, neurotic examination anxiety and normal examination anxiety, depending on whether the source of danger was from external world or from internal impulses or conflicts.

Objective academic anxiety which was synonymous with fear was evoked by real dangers in external world. The intensity of objective examination anxiety was proportional to the actual danger. Neurotic Examination anxiety was evoked by unaccepted sexual and aggressive impulses that had been severely and consistently punished in childhood. A study of research reveals four bases of classification of examination anxiety which are listed below or are briefly described in the section to follow:-

(i) Normal academic anxiety and Neurotic academic anxiety
(ii) Situational academic anxiety and Characterological academic anxiety

(iii) Conscious academic anxiety and Unconscious academic anxiety

(iv) State academic anxiety and Trait academic anxiety

(i) Normal Academic Anxiety:
In normal academic anxiety, one may face certain kind an degree of threat. He faces limitation of his powers, the degrees of his vulnerability. Limitation and Vulnerability are not expressions of illness but are inherent in the nature of man.

Neurotic academic Anxiety: In neurotic examination anxiety, the individual faces a host of threats which endanger of the neurotic character structure. He must maintain these out of strongest inner necessity to protect his feelings of safety and unity. These have acquired enormous subjective value for him so that he must protect them in order to maintain his sense of identity and his feeling of worth. At the core of examination anxiety, is a feeling of better helpless and lack of feeling of wholeness.

(ii) Situational Academic Anxiety:
When an individual feels Academic anxiety because of situation in which he finds himself, no sooner he is out of situation or gain control of it, then the examination anxiety subsides.

Characterological Academic Anxiety:
When examination anxiety becomes a component of psychic makeup of the individual, in such instance, the individual will worry about things that have happened and also about things that have not happened.

(iii) Conscious Academic Anxiety:
Where the individual is conscious of what he is anxious about. Here the cause is mostly known and the individual knows that he is anxious.
Unconscious Academic Anxiety:
When an individual experience enduring spells of tension and restlessness without knowing what makes him so, the examination anxiety is called unconscious examination anxiety. The manifestation of unconscious examination anxiety may be at the physiological level, usually in the form of psychosomatic reactions, e.g. asthma, migraine, urticaria, duodenal-ulcers, high and low blood pressure, general dyspepsia, anorexia nervosa ETC.

(iv) Trait Academic Anxiety:
Trait Examination anxiety is defined as a personality trait describing the extent to which individuals are prone to manifest ‘State’ examination anxiety under condition of stress. This corresponds to characterological examination anxiety.

State Academic Anxiety:
State examination anxiety is defined as a transitional state of apprehension and tension which is reaction of stress. This corresponds to situational examination anxiety.

1.3.5 How Does Anxiety Effect Academic Performance?
Anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory, which are critical for academic success. Without any anxiety, however, most of us would lack the motivation to study for exams, write papers, or do daily homework (especially in classes we find boring). A moderate amount of anxiety actually helps academic performance by creating motivation. The graph below illustrates the relationship between anxiety and performance.
1.3.6 Academic Anxiety as a Motivator:

There are many positive aspects of academic anxiety, but usually the negative aspects are highlighted. A little academic anxiety from time to time can be beneficial to task performance. This is illustrated by the Yerker-
Dodson law (1908) which postulates that the relationship between examination anxiety and learning is curvilinear. Neither lower nor higher level of academic anxiety improves performance. Optional positive effect is obtained in the middle range. There is research evidence which supports it and indicates a curvilinear relationship between test academic anxiety and performance. Application of Yerker-Dodson Law to human learning seems eminently sensible.

1.4 Academic Achievement:

The Academic achievement generally depends on the capacity of adjustment and the study methods of the students even the gender may affect the academic achievement of the student. The academic achievement depends of the environment and the capacity of the student to adapt with the environment. It also depends on the capacity of the student to change himself according to the environment. Thus we can evaluate the adjustment capacity and the study habits on the basis of the academic achievement of the students.

Academic achievement is the fundamental goal in the education area, and recognizing all barriers of academic achievement is one of the most important duties for each education center. Experts believe that if we can obtain a strong quality of education for students, and save their readiness and ability for learning, we will be able to increase academic achievement among students. Obviously, the absence of those factors reduce academic achievement, hence all barriers must be fought against learning and academic achievement.
1.4.1 Definition of Academic Achievement:

Dictionary of Education (Good, 1959), defines academic achievement as “The knowledge attained or skills developed in school subject, usually determined by test scores or by marks assigned by teacher or both”

Academic achievement is defined in this study as the percentage of the marks attained by students in the Secondary School Leaving Certificate (SSLC) examination (2006-2007).

Pressey et al. (1959) define achievement as the status or level of a person’s learning and his ability to apply what he has learned. According to them, achievement would not only include acquisition of knowledge and skills but also attitudes and values.

Trow (1960) defines academic achievement as the attained ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on norms, derived from a wider symphony of pupils performance.

Mehta (1969) expresses the view that the word ‘performance’ is a wider term, which includes both the academic and co-curricular performance of an individual. Achievement is the learning outcome of a student. A level of academic achievement in the academic field of a student is included in the performance of an individual.

Kohli (1975) defines academic achievement as the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examination.

Horrock (1976) defines achievement as the status or level of person’s learning and his ability to apply what he has learned. According to him,
achievement would not only include acquisition of knowledge and skills but also attitudes and values as aspects of achievement. Achievement as manifested by the application of acquired skills and knowledge is a product of learning attitudes and interests since these factors would implicitly influence the intent of achievement.

Christian (1980) remarks that the word ‘achievement’ indicates the learning outcome of the students. As a result of learning different subjects, the behaviour pattern of the students changes. Learning affects three major areas of behaviour of students (1) cognitive (intellectual development, recall and recognition) (2) affective (Self concept and personal growth) and (3) Psycho-motor (developing muscular skills). He says that all these three levels are not affected in equal measures at a time. It means, a student may be at a higher level in one domain and lower in another.

Hawes and Hawes (1982) state that the word academic refers to the institutional system of formal education with a school, college or university; or a scholarly person who works in higher education.

Taneja (1989) states that academic achievement refers to performance in school or college in a standardized series of educational tests. According to Advanced Twentieth Century Dictionary (1995), the term academic is related to education or to an academy or other institutions.

Random House Webster’s College Thesaurus (1997) states that academic achievement means those qualities or attributes or characteristics or traits of an individual which contribute to or have a direct bearing or effect or influence on the accomplishment or proficiency of performance pertaining to any activity scholastic in nature or any scholarly activity.
According to Oxford Advanced Learner’s Dictionary (2000) achievement is a thing that somebody has done successfully, especially using his/her own effort and skill.

1.4.2 Factors Affecting Academic Achievement

Academic achievement is most general responsibility of educational institution. Knowledge of level of correlation between different factors and academic achievement is, therefore, necessary for a teacher in ascertaining what contributes to high and low achievement of students. It consequently helps in promoting achievement of the students, which is also of great concern to the parents, institution and the society.

Academic achievement is a multidimensional and multifaceted phenomenon. There are innumerable factors which effect academic achievement viz. intelligence, personality, motivation, school environment, heredity, home environment, learning, experience of school, interests, aptitudes, family background, socio-economic status of the parents, and many more. Bruce et al. (1977) studied the factors affecting the academic performance of Indian students and found that main factors such as self-concept, achievement motivation, anti-Indian discrimination, culture conflict, and family instability; achievement motivation and culture conflict are the most important correlates of academic achievement among urban Indian students, and it is recommended that these should serve as target variables in programs designed to improve academic performance. In a comprehensive study, Sinha (1970) asked high and low achievers to check factors that they considered important in order of achievement significance. These were hard work, intelligence, memory, good health, availability of books, methods of study, financial security, and interest in social and practical work. Dave (1975) reviewed seventeen studies on factors affecting
achievement. They vary from intelligence to physical health, socio economic status of the family, sex, caste, distance of school from home, and leisure time activities.

Correlates of academic achievement are divided into two broad classes as subjective factors and objective factors. Subjective factors are related to the individual himself while influencing ones achievement e.g. intelligence, learning ability, self-efficacy, learning style, Introduction 15 study habits, creativity, level of aspiration, self-concept, locus of control etc. whereas objective factors are related to the environment of the individual, socio economic status, educational system, family environment, evolution system, value system, teachers efficiency, school situation, and environment. According to Agarwal et al. (1998) main factors affecting academic achievement are affective factors viz. cognitive style, motivation, anxiety, study habits, level of aspiration, stress, value, perseverance, self-efficacy, emotional maturity, attitudes, adjustment, interest, need, and curiosity; cognitive factors viz. ability, intelligence, creativity, problem solving, reasoning ability, and learning rate; school related factors viz. type of school, school climate, teachers personality, homework, alienation, teachers expectation and attitude, training strategies, teachers experience, medium of instructions, teachers behavior, and competency, class room environment; home related factors viz. family size, birth order, socio-economic status of family, gender bias, parental involvement, parental support deprivation, child rearing practices, working networking parents, and parental aptitude and expectation. Balasubramanium (1993) reported that medium of instruction and locality of residence influenced level of achievement. Guha et al. (1995) observed that mothers education had positive effect on academic achievement. Haseen (1999) found that social class, parent-child
interaction, and dependency behaviour had significant effect on academic achievement. Dangwal (2000) noted that obstacle dominance affected negatively and ego-defence positively related to academic achievement. Avinashilingan et al. (2005) reported that classroom factors followed by environmental and developmental factor played a major role in affecting the student’s academic performance. The students’ inner urge, competency of teacher, absence of physical distracters, like mindedness and colleagues contact make students more competent to succeed in life.

In a comprehensive study, Sinha (1970) asked high and low achievers to check factors that they consider important in order of achievement significance. These were: hard work, intelligence, memory, good health, availability of books, methods of study, financial difficulty, interest in social and practical work.

McCombs and Marzano (1990) remark that achievement outcomes have been regarded as a function of two characteristics, skill and will. These must be considered separately because possessing the will alone may not ensure success if the skill is lacking.

There are several factors that are responsible for high and low achievements of the students and these factors can be grouped into three broad classes: (1) Psychological factors (2) Environmental factors and (3) Personal factors.

1. Psychological Factors

These are related to individual himself e.g. intelligence, learning ability, motivation, self-efficacy, learning style, study skills, creativity, level of aspiration, self concept, locus of control, interest, etc.

2. Environmental Factors
These factors conforming to the environment of the individual include socio economic status, educational system, family environment, evaluation system, value system, teachers efficiency, school situation and environment.

3. Personal Factors

Under this factor we may include age, sex and health as possible influencing factors. These factors affect the academic achievement both positively as well as adversely.

Stern et al. (1956) says that educational attainment is determined by factors like adjustment with friends, relationship with teachers, interests, personality traits, values etc.

Chapman (1959) found that higher academic achievement is accompanied by higher academic interest. Various studies also have shown that warm and affectionable behaviour towards children (Epstein and Radin, 1976; King FunLi, 1974; Nuttal and Nuttal, 1976) lead to their higher achievement in school. Praise and approval given by parents were related with Children’s high achievement, Tibbets (1955).

Besides, parental restrictiveness and punishment have also been observed to be negatively related with achievement, (Ojha, 1984; Sowaid et al., 1987; and Barton et al., 1974). Parental independence training produces a high level of need for achievement (Grefow, 1973; McClelland, 1967; Ojha, 1973; Tiwari and Mishra, 1977). A study conducted by Steinberg et al. (1992) clearly shows that adolescents whose parents are warm, firm and democratic achieve more in schools than their peers.